



## Background

The Indian Education Summit - A Call to Action, hosted by the Office of Public Instruction, brought together nearly 200 educators and community leaders to help the State Superintendent develop an action plan. The following PowerPoint was prepared by the Summit Participants.

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## Indian Education Summit A Call to Action



October 15-16, 2004  
Helena, Montana



Linda McCulloch, Superintendent  
Montana Office of Public Instruction  
PO Box 202501  
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[www.opi.state.mt.us](http://www.opi.state.mt.us)

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## Summit Goals

The goals of the Indian Education Summit are to advise the Office of Public Instruction on how Montana can:

- Implement Indian Education For All, MCA 20-1-501
- Eliminate the American Indian Student Achievement Gap

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## Framework of Discussion

- **Education System Structure**
- **Educational Leadership**
- **Indian Education For All**
- **Improving Achievement**
- **Dropout and Retention**

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## Education System Structure



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## Education System Structure

The State of Montana, in collaboration with Montana Indian Tribes, has the responsibility to fulfill the objectives listed below.

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## Education System Structure

### Priority of Objectives

- 1st: A proposal will be presented to the Board of Education to create an implementation council to oversee full statewide implementation of Indian Education for All.
- 2nd: An integrated P-20 curriculum for Indian Education for All, with an emphasis in language, culture and community, will be developed and implemented by the State of Montana in cooperation with the Montana Tribes.

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## Education System Structure

### Priority of Objectives

- 3<sup>rd</sup>: An audit will be conducted to align and strengthen policies mandating implementation of MCA 20-1-501.
- 4<sup>th</sup>: A research agenda will be developed to inform Indian Education for All to implement and build a truly data driven model.
- 5<sup>th</sup>: Robust pre-school and all-day kindergarten programs emphasizing native language acquisition to reduce the AI achievement gap, will be developed and implemented.

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## Education System Structure

### Priority of Objectives

- 6<sup>th</sup> : All entering Pre-service educators will develop cultural competence to effectively deliver IEA curriculum.
- 7<sup>th</sup>: A comprehensive statewide professional development infrastructure will deliver and support Indian Education for All curriculum.
- 8<sup>th</sup>: Develop a comprehensive system to recruit, prepare and retain highly qualified American Indian educators serving P-20 education.

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## Education System Structure

**1st Objective:** A proposal will be presented to the Board of Education to create an implementation council to oversee full statewide implementation of Indian Education for All.

Strategies:

1. Audit alignment of current policy
2. Implem. Council to develop guidelines and action to fully implement IEA
3. Regular/Annual forum of MUS and tribal college system to discuss issues (P-20); Faculty exchanges, Exchange of information
4. Data structure to move student information from one system to another
5. Have a monitoring and enforcement system for compliance of the law
6. Build a clearing house of American Indian resources/network/disseminate
7. Delegation to approach Congressional delegation
8. Replicate the family structure to strengthen relations and relevancy
9. Non-graded schools

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## Education System Structure

**1st Objective:** A proposal will be presented to the Board of Education to create an implementation council to oversee full statewide implementation of Indian Education for All.

Strategies:

10. Low teacher-student ratios; stay with your students for as long as possible
11. Emphasis on language
12. Emphasis on healing (need people trained in psychology of colonization)
13. Fund pre-school with public funding
14. Just do it
15. Fundraising efforts for preschool
16. Incentives for extended teaching contracts and multi-age classroom

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## Education System Structure

**1st Objective:** A proposal will be presented to the Board of Education to create an implementation council to oversee full statewide implementation of Indian Education for All.

Strategies:

17. Create models for experimentation and study
18. Current models included language immersion schools. Examine them
19. Develop a systematic state-wide research agenda and determine specific questions that need to be studied and to establish a database of articles of studies considered...
20. Define statewide funding and organize the effort to seek grants/contracts

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# Educational Leadership



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## Educational Leadership

### Priority of Objectives

- 1st : School Cultures: Montana educational leaders will enforce the implementation of state /federal mandates concerning NCLB and Indian Education for all.
- 2nd: Curriculum development: to develop a culturally accurate K-12 curriculum of American Indian cultures to disseminate to every school leader in Montana.
- 3rd Poverty: Leadership will identify and implement strategies to effectively confront the debilitating effects of poverty upon student achievement.
- 4th Data: Montana education leaders will utilize and implement a comprehensive data system that includes academic and social demographics that will inform decisions regarding strategies to improve student achievement.
- 5th Professional Development Frameworks: OPI in partnership with educational organizations and associations will develop educational resource packages to ensure implementation with integrity of 20-1-501 that will result in the elimination of the achievement gap for American Indian Students.

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## Educational Leadership

### 1st Objective:

School Cultures: In conjunction with OPI, district leaders will complete an implementation plan for 20-1-501 in their district.

#### Strategies:

1. Provide professional development to staff to give ownership.
2. School board mandated curriculum, evaluation, class syllabus.
3. Written into 5 year school improvement plan.
4. Provide cultural resources/consultants.
5. Actively recruit and retain American Indian educators
6. Develop training for districts in participatory management style that encourages a school culture that is welcoming and in harmony with the culture of the community

Timeline: Within a year

#### Measurement Indicators:

OPI modifies the Annual Data Collection to gather information which reflects the strategies chosen to implement Indian Ed for All  
OPI does on-site monitoring of implementation of Indian Education for All

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## Educational Leadership

**2nd Objective:** Curriculum development: to develop a culturally accurate K-12 curriculum of American Indian cultures to disseminate to every school leader in Montana.

Strategies:

1. Each tribe will develop a local resource.
2. Develop an Indian Education committee rep for each tribe to develop Indian Education curriculum.
3. Identify resources for the development and dissemination of Indian Education.
4. Districts will collaborate to define the desired outcomes by expanding current benchmarks and establishing competencies for content areas and grade levels

Timeline: Have a project where OPI works with the tribes for the tribes to complete an Indian cultural resource guide. Tribes can complete this project within 6 months. After completion of this guide, a state-wide group would develop a statewide K-12 Indian Education curriculum. This should take between one to two years with a group of dedicated individuals.

Measurement Indicators: Cultural guides and statewide curriculum materials developed and in use in schools. Expand annual data collection checklist to ensure compliance.

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## Educational Leadership

**3rd Objective: Poverty:** Leadership will identify and implement strategies to effectively confront the debilitating effects of poverty upon student achievement

Strategies:

Timeline:

Measurement Indicators: None listed

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## Educational Leadership

**4th Objective:** Montana education leaders will utilize and implement a comprehensive data system that includes academic and social demographics that will inform decisions regarding strategies to improve student achievement.

Strategies:

1. Statewide data management system available to all school districts to inform instruction on a continual basis.
2. Data dissemination.
3. Develop comprehensive Professional development to educate all stakeholders in the utilization of the data.
4. Identify in-state models of effective data systems and out-of-state models
5. Price those systems, search P-12 components that match the Banner system used by the Montana University System
6. Use regional delivery model for training
7. Present all of this to 2005 legislature
8. Explore legality of privacy issues as we collect student data
9. Define the criteria to be measure and regularly examine the effectiveness or need for certain data.

Timeline: by January 2006

Measurement Indicators: (Many more ideas)

- 100% usage across the state,
- uniform data source,
- close the achievement gap,
- informed decision used,

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## Educational Leadership

**5th Objective:** Professional Development Frameworks: OPI in partnership with educational organizations and associations will develop educational resource packages to ensure implementation with integrity of 20-1-501 that will result in the elimination of the achievement gap for American Indian Students.

**Strategies:**

1. Designate a PIR day for funds professional development for all staff on 20-1-501.
2. Obtain funding to support the development of PD materials and to bring in expertise for these trainings
3. OPI will compile information, develop and distribute materials for training
4. Develop a state web-site with links to resource materials relevant to 20-1-501.
5. Coordinate a collaborative effort of educational organizations in the state to implement 20-1-501 through these organizations.

**Timeline:** 2005 legislature to address the issue of mandated PIR days for fall of 2006 and the 2005 legislature needs to fund OPI for the collection, development and distribution of professional development materials.

**Measurement Indicators:** OPI will check for compliance that all district staff have received professional development in Indian Education for All

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## Indian Education for All



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## Indian Education For All

**Priority of Objectives**

- 1st: Ongoing funding for Indian Education for All, 20-1-501, MCA, must be included adequately and consistently in the State P-20 budget.
- 2nd: Create and Implement a P-20 curriculum that fulfills Indian Education for All
- 3rd: Develop and implement a comprehensive plan for professional development on Indian Education for All, 20-1-501, MCA.
- 4th: Create and implement an accountability system for compliance with Indian Education for All, 20-1-501 MCA.

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## Indian Education For All

**1st Objective:** Ongoing funding for Indian Education for All, 20-1-501, MCA, must be included adequately and consistently in the State P-20 budget.

Strategies:

- Increase existing school appropriations (ANB)
- Propose new funding by new governor
- Increase funding by lawsuits or legislation
- trust funds in reserve (coal)
- All education funded – specifically Indian Ed for All
- Electing legislators that support education funding – remove from office legislators that don't support funding
- Support OPI's budget
- Group to create public will to concerted effort – educate the general public
- Lobbying should be a focus and priority for Ed Forum
- Use MOEC study to reference what \$ needs are (per pupil \$)
- Lobby for line item in HB 2 for Indian Ed for All – with rationale, marketing and where it will go – start up more expensive than maintenance
- Lobby for future education funding increases
- Collaborating with tribal officials/school boards on funding for schools

Timeline: January – April 2005,  
Each subsequent biennium

Measurement Indicators: Getting the \$\$

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## Indian Education For All

**2nd Objective:** Create and Implement a P-20 curriculum that fulfills Indian Education for All, 20-1-501, MCA.

Strategies:

- Revisit state standards to ensure that Indian Ed for All is included (P-20) -P-
- Adding specific language to the teacher prep accreditation standards (PEPPS) for implementation of Indian Ed for All -P-
- Establish Indian education resources network to connect Indian resources; provide a single portal -P-
- Infuse with/align to what we're doing; integrate; work with curriculum consortia/directors
- Local NAS programs -C-
- Create an educational standard (Code) in collaboration with other ed/community organizations -C-
- Indian standards infused into four state standards -P-
- Indian heritage every day -P-
- Develop culturally relevant materials; follow up with professional development for presenters -P-
- Increase collaboration between Tribally controlled community colleges and University system; Develop summer programs to help with professional development – immersion quality into native culture -P-
- Identify what is working and not working -P-
- Approach as "not a separate subject" integrate with existing standards -P-
- Shared missions across educational agencies -P-

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## Indian Education For All

Strategies: (continued)

- Need to expand the choir -P-
- Awareness of essential understandings (developed by Montana tribal educators and others) -P-
- Take advantage of telecommunications -P-
- Develop teacher web where teachers can go and share what they are doing -P-
- All stake holders need to know/use/show and buy in -P-
- Resource development – Tribes need to buy in/weigh in for specific materials -P-
- Tackle textbook problems (misinformation); provide supplemental material; eliminate perpetuation of misconception -P-
- Promote knowledge of tribal sovereignty; treaty rights -P-
- Update Indian Law related education – P –
- Higher ed – general ed requirements need to reflect Indian Ed for All; use them to educate – P –
- Representation on board of regents -P-
- Education to overcome stereotypes and promote cultural understanding (crosscultural approach) using reasoning and rationale for things -P-
- Include state agencies of all kinds in professional development in cultural training – C – (by attorney general's office – limited capacity)

Timeline: First product by January 2006, (ongoing)

Measurement Indicators: Production of appropriate programs, research, and curriculum (including materials) that have passed through an appropriate review process and or board.

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## Indian Education For All

**3rd Objective:** Develop and implement a comprehensive plan for professional development on Indian Education for All, 20-1-501, MCA.

Strategies:

Timeline:

Measurement Indicators:

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## Indian Education For All

**4th Objective:** Create and implement an accountability system for compliance with Indian Education for All, 20-1-501 MCA.

Strategies:

Timeline:

Measurement Indicators:

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## Improving Achievement



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## Improving Achievement

### Priority of Objectives

- 1st: Develop a parental/community support system for student achievement
- 2nd: Improve student achievement through teacher preparation and professional development resulting in increased development of awareness of the needs of American Indian
- 3rd: Districts will evaluate current curricular areas by mapping the state-mandated tests used to evaluate achievement in those areas in order to: 1 identify areas of alignment/misalignment 2 use the results of this mapping to inform and improve instruction.
- 4th: use of instructional time effectively & efficiently to increase academic achievement

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## Improving Achievement

**1st Objective:** Develop a parental/community support system for student achievement

#### Strategies:

- Empower parents/build parenting skills
- Clarify responsibilities – school vs. parents
- Build community partnerships (tribal council, Indian Health Service, Bureau of Indian Affairs, churches)
- Advocate

Timeline: 2-3 years

#### Measurement Indicators:

- Monitor # of parents involved
- Identify resources
- Implement resource centers
- Implement advocacy groups

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## Improving Achievement

**2nd Objective:** Improve student achievement through teacher preparation and professional development resulting in increased development of awareness of the needs of American Indian

#### Strategies:

1. Require professional development on understanding culture of poverty.
2. At risk/low-performing students be placed with most qualified teachers (not new teachers year to year)
3. Establish state PIR day devoted to best practices for American Indian students.

Timeline:

#### Measurement Indicators:

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## Improving Achievement

**3rd Objective:** Districts will evaluate current curricular areas by mapping the state-mandated tests used to evaluate achievement in those areas in order to: 1 identify areas of alignment/misalignment 2 use the results of this mapping to inform and improve instruction.

Strategies:

1. Provide training for teachers and administrators to perform the mapping (P)
2. Provide time to plan a timeline to do the analysis (P)
3. Create avenues for all involved to discuss and have access to data

Timeline:

Annual – training may take more time initially  
Cyclic: training, mapping, analyzing, implementation

Measurement Indicators:

analysis of (mapping) alignment to tests and curriculum  
immediate feedback of results  
time allotted to discussion  
results/updates given at every step

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## Improving Achievement

**4th Objective:** Use of instructional time effectively & efficiently to increase academic achievement

Strategies:

1. Instill traditional values to maintain discipline & classroom management
2. Increase reading & writing instruction K-12 (including journaling)
3. Use lessons with hands-on learning, using culturally appropriate manipulatives

Timeline: 2005-2006 – Workshops on Engaging All Students, etc.  
Web site should be up by Fall 2005

Measurement Indicators:

1. Series of workshops and conferences on these strategies measured by workshop evaluations and student test scores of teachers who participate.
2. Web site success measured by number of hits and number of lessons submitted

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## Dropout and Retention



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## Dropout and Retention

### Priority of Objectives

- 1st: All American Indian students in Montana will be provided with innovative instructional methodologies, resources, and teaching paradigms that will lead to an increased graduation rate/completion rate (H.S./GED) of at least 80%.
- 2nd: OPI will propose and support (to the Montana Board of Public Education) initiatives that strengthen and encourage early childhood education and early interventions that foster school retention for students who may be at-risk.
- 3rd: OPI will allocate adequate resources including funding to provide professional development for school personnel to meet the unique needs of American Indian students in a culturally responsive manner.
- 4th: OPI will develop a plan and identify resources for American Indian students to insure that they are provided with necessary supportive services designed to increase graduation/completion rate to at least 80%.
- 5th: OPI will develop and engage in a collaborate process between the BPE, legislature, tribal government that results in policies and legislation that will improve American Indian graduation/completion rates.

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## Dropout and Retention

**All American Indian students in Montana will be provided with innovative instructional methodologies, resources, and teaching paradigms that will lead to an increased graduation rate/completion rate (H.S./GED) of at least 80%.**

#### Strategies:

- Establish student identifier
- Implement a GED program similar to Wisconsin's
- Provide real-life curricular relevance
- Provide opportunities - Bridges; dual enrollment, AP Classes
- To increase opportunities for student activities
- Cultural Competency; develop curriculum that is culturally relevant
- Open lines of communication
- Increase the expectation and relevancy of instruction so students begin to love learning and feel good when they excel.
- Individualized Instruction
- Restructuring schools; differentiated instruction; formative assessment
- Seamless transitions between levels of schools including teacher, next step learnings; students-mentors; teachers-notes on successes; students-survival skills, pre-apprentices
- State funding for students until 21
- State need to refine definition of dropout
- American Indian Student Bill of Rights

#### Timeline:

2005-2006 - 3% per year/by state  
2014-2015 - 80%

Measurement Indicators: above

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## Dropout and Retention

**OPI will propose support (to the Montana Board of Public Education) for initiatives that strengthen and encourage early childhood education and early interventions that foster school retention for students who may be at-risk.**

#### Strategies:

- Each year districts identify students and design an education plan for at risk students (Wisconsin/state law)
- Provide appropriate early intervention, with children (before 3rd grade)
- Develop a good literacy program; good readers; good communicators
- Provide interventions for substance abuse
- Collaborate with and support high quality accredited preschools, which would include public funding
- OPI recognize tribal education codes
- Provide early intervention for those below level in language
- Define "at-risk"

Timeline: By school year 2005/2006

Measurement Indicators:

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## Dropout and Retention

**OPI will allocate adequate resources including funding to provide professional development for school personnel to meet the unique needs of American Indian students in a culturally responsive manner.**

Strategies:

- Eliminate discrimination
- Provide professional development statewide on Framework for Poverty
- Pilot program for teacher preparation program that's culturally based
- Staff training for cultural standards and implementation of these standards
- Professional development focuses on identifying characteristics of successful students
- Include communities in professional development opportunities
- Infuse cultural standards in teacher training education

Timeline: In place by 2005-2006 school year

Measurement Indicators:

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## Dropout and Retention

**OPI will develop a plan and identify resources for American Indian students to insure that they are provided with necessary supportive services and programs designed to increase graduation/completion rate to at least 80%.Strategies:**

- Mentoring one-on-one
- Mentoring; assign one long-term consistent mentor to each student (adult/child)
- More counselors; support staff; significant adults
- Connect ideas and resources on a local level
- Provide classes for parents, in order for them to help their child with the academics
- Develop student Bill of Rights

Timeline: By school year 2005-2006.

Measurement Indicators:

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## Dropout and Retention

**OPI will develop and engage in a collaborative process between the BPE, legislature, tribal government that results in policies and legislation that will improve American Indian graduation/completion rates.**

- Seek cultural competency
- Explore Virginia state mandate for a meeting to give kids options
- Extended learning opportunities (tie activities to regular curriculum)
- Provide mandatory credit recovery programs
- Allow GED instruction as regular school instruction
- Increase collaboration between teachers and education agencies
- Provide money for American Indian Heritage Week
- Design Professional Development to empower students
- Make kindergarten mandatory for students
- Fund teachers for smaller classes
- Revisit attendance policies
- Set of standards of teacher education programs that include cultural competency standards

Timeline: In place by December 1, 2004

Measurement Indicators:

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*Power and potential reside within each of you, and you each have the capacity for making this world a better place in which to live –*

Henrietta Mann

**Panel Discussion  
Questions and Answers**



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**Post-Summit**

The OPI has created the Indian Education Summit webpage  
[www.opi.state.mt.us/IESummit](http://www.opi.state.mt.us/IESummit) to keep everyone updated on the summit outcomes. Summit participants' recommendations are being reviewed by the State Superintendent and the OPI staff for consideration in legislation, policy and practices.

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